


Course of Study

1. Course Details

<p>Lawrence Park C.I.</p>  <p>TDSB</p>	<p>Teacher: C. Bigelow</p> <p>Faculty: Canadian and World Studies</p> <p>Faculty Office Phone: 416-393-9500 Ext 20219</p> <p>Name of ACL: Yvette Duffy Phone: 416-393-9500, Ext 20219 Email: yvette.duffy@tdsb.on.ca</p> <p>Textbooks: <u>L'HERITAGE des civilisations</u> Portfolio: <u>Dans Les Grottes Du Monde</u></p>	<p>Date revised: 3rd of September, 2011</p> <p>Course Name: Histoire mondiale jusqu'au XVI^e siècle, 11^e année</p> <p>Course Code: CHW3M</p> <p>Prerequisite Course Code: CHC2D</p> <p>Credit Value: 1</p>
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2. Overall Goals

Overall Expectations:
By the end of this course students will:

Unit 1 – Characteristics of societies from Prehistory to the 16th century

- describe the changing characteristics of communities from earliest times to the sixteenth century;
- analyse how selected societies have evolved and responded to challenges;
- analyse the interaction between various societies from the time of the first communities to the sixteenth century.

Unit 2: Traditions and Major Contributions

- analyse the factors that contributed to the process of change from earliest times to the sixteenth century;
- analyse the factors that contributed to the maintenance of stability and continuity in a variety of societies from earliest times to the sixteenth century;
- demonstrate an understanding of the importance of using the concepts of chronology and cause and effect in studying world history before the sixteenth century.

Unit 3: Citizenship and Heritage

- demonstrate an understanding of the ways in which various individuals, groups, and events influenced changes in major legal, political, and military traditions before the sixteenth century;
- analyse the contributions of various individuals and groups to the development of arts, knowledge, religion, and technology prior to the sixteenth century;
- analyse changing concepts of authority and individual rights in different societies and periods prior to the sixteenth century.

Unit 4: Social, Economic, and Political Structures

- analyse the development and diversity of social structures in various regions of the world prior to the sixteenth century;
- analyse diverse economic structures and the factors that affected their development;
- demonstrate an understanding of the diversity and uniqueness of political structures throughout the world.

3. Learning Skills and Work Habits

Evaluated on Report Card as:
E (excellent); G (good); S (satisfactory); N (needs improvement)

The Learning Skills demonstrated by a student in every course are evaluated in the following six categories: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The Learning Skills are evaluated using a four-point scale. The goal for each student is to improve Learning Skills which will translate into improved student's overall success.

In addition, completion of the assigned homework/assignments on time will contribute to student's success. We also know that regular attendance in all classes is essential for success; please avoid scheduling appointments during school time.

Students are expected to demonstrate academic honesty on all assignments, presentations, tests, and examinations. Students who cheat or plagiarize will receive a mark of zero for the assignment, presentation, test, or examination.

Responsibility	The Student: <ul style="list-style-type: none">- fulfils responsibilities and commitments within the learning environment;- completes and submits class work, homework, and assignments according to agreed-upon timelines;- takes responsibility for and manages own behaviour.
Organization	The Student: <ul style="list-style-type: none">- devises and follows a plan and process for completing work and tasks;- establishes priorities and manages time to complete tasks and achieve goals;- identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	The Student: <ul style="list-style-type: none">- independently monitors, assesses, and revises plans to complete tasks and meet goals;- uses class time appropriately to complete tasks;- follows instructions with minimal supervision
Collaboration	The Student: <ul style="list-style-type: none">- accepts various roles and an equitable share of work in a group;- responds positively to the ideas, opinions, values, and traditions of others;- builds healthy peer-to-peer relationships through personal and media-assisted interactions;- works with others to resolve conflicts and build consensus to achieve group goals;- shares information, resources, expertise and promotes critical thinking to solve problems and make decisions
Initiative	The student: <ul style="list-style-type: none">- looks for and acts on new ideas and opportunities for learning;- demonstrates the capacity for innovation and a willingness to take risks;- demonstrates curiosity and interest in learning;- approaches new tasks with a positive attitude;- recognizes and advocates appropriately for the rights of self and others
Self-Regulation	The student: <ul style="list-style-type: none">- sets own individual goals and monitors progress towards achieving them;- seeks clarification or assistance when needed;- assesses and reflects critically on own strengths, needs, and interests;- identifies learning opportunities, choices, and strategies to meet personal goals.

4. Teaching/Assessment and Evaluation Strategies – Course Work (70%)

Students will demonstrate achievement of all the overall expectations of the course. Missed and/or incomplete assignments will have an impact on the final grade where there are a significant number of curriculum expectations that have not been evaluated because of missed assignments. Timelines and units may be adjusted to accommodate student needs.

Unit #	Culminating Tasks	Achievement Chart Focus	Timelines
1 Characteristics of societies from Prehistory to the 16th century	Culminating Activity End-Of-Unit Test	Knowledge Inquiry Communication Application	Sept – Oct 2011
2 Traditions and Major Contributions	Culminating Activity End-Of-Unit Test	Knowledge Inquiry Communication Application	Nov – Dec 2011
3 Citizenship and Heritage	Culminating Activity End-Of-Unit Test	Knowledge Inquiry Communication Application	Jan – Feb 2012
4 Social, Economic, and Political Structures	Culminating Activity End-Of-Unit Test	Knowledge Inquiry Communication Application	Feb – Apr 2012
5 Comparative Analysis	Culminating Activity: Comparative Analysis of Various Civilizations	Knowledge Inquiry Communication Application	May – June 2012

4.1 Teaching/Assessment and Evaluation Strategies – Final Evaluation (30%)

All students must take part in the culminating activities for each course at every grade level of study.

Summative Task	Achievement Chart Focus	Weighting
Comparative Analysis of Beliefs, traditions, laws, political and economic organizations, from Prehistory to the 16 th century	Knowledge Inquiry Communication Application	30%

5. Achievement Chart		
Achievement Categories For Course Work	Description	Weighting
Knowledge/Understanding	<ul style="list-style-type: none"> - knowledge of facts and terms - understanding concepts, principles, and theories - understanding of relationships between concepts 	25 %
Thinking	<ul style="list-style-type: none"> - critical thinking skills(analyzing, detecting bias) - creative thinking (problem solving) - inquiry skills (formulating questions; conducting research; analyzing, interpreting, and evaluating information; drawing conclusions) 	25 %
Communication	<ul style="list-style-type: none"> - communication of information and ideas - use of visuals and technology – multimedia - oral communication (debates, discussions, listening skills, role-playing) - written communication (short essays, writing in role) 	25 %
Application	<ul style="list-style-type: none"> - application of concepts, skills, and procedures - transfer of concepts, skills, and procedures to new ideas - making logical conclusions or generalizations - making predictions and planning course of action 	25 %
6. Term Grades for Provincial Reports		
<p>Term Grades for Provincial Reports throughout the Year</p> <p>The grade for each term/reporting period is based on the evaluations that have been conducted to that point in the course and will be preliminary and tentative. They will be based on the most consistent level of achievement to that point in time, but some of the overall expectations, strands, and units will not have been addressed. The students' grades will most likely change when the students' entire work is evaluated by the end of the course.</p> <p>Reporting Cycle</p> <p>Reporting Cycle 1: September 6th – November 11th Report Card – November 21st</p> <p>Reporting Cycle 2: November 14th – January 24th Report Card – February 16th</p> <p>Reporting Cycle 3: January 25th – March 30th Report Card – April 18th</p> <p>Reporting Cycle 4: April 2nd – June 24th Final Report Card pick up from July 4th- 13th</p> <p>Review Days: June 25th and 26th (9-11 am only)</p>		

7. Communication

In addition to class time, students can receive additional assistance from:

- Subject teachers before/after school, during lunch hour or by appointment;
- Homework Club - every Tuesday and Thursday from 3:20 – 4:30pm in room 223;
- French Club - every Monday at lunch time in room 212;
- FIFI - Find It Finish It from 8:35 – 9:35am on November 9th, January 25th, March 28th, and May 16th

<http://echangevirtuel.wikispaces.com/>

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